

Are We Ready?

(Checklist to assess the readiness of our organization to implement an initiative.)

Purpose:

This checklist is used by DISTRICT/BUILDING staff interested in implementing an initiative.

The goal is to determine the readiness of various groups (e.g., district or building) to implement an initiative. In order to answer some of the questions, the individual or group using this checklist will need to identify people who will be responsible for implementing the initiative.

Name of Proposed Initiative: School-wide Positive Behavior Supports

Name of Applicant District/Building _____

Names of those completing this checklist:

Date this checklist was prepared: _____

THE BIG QUESTIONS

- 1. Does the district/building have data or a mandate showing there is a compelling need?**
- 2. Is the initiative aligned with district/building guiding principles (i.e. beliefs, vision, mission), policies, practices, and decision-making structures?**
- 3. Is there alignment between the district/building culture and the culture required to successfully implement the initiative?**
- 4. Does the district/building staff have the commitment and skills necessary to implement this initiative?**
- 5. Does the district/building have a goal in its Comprehensive School Improvement Plan (CSIP) that this initiative will impact?**
- 6. Are the district/building's resources (people, time, money, etc.) aligned to provide sufficient support for the long-term implementation of the initiative?**
- 7. Does the district/building have a system for communicating about the initiative to staff and key stakeholders from diverse groups that is timely, meaningful, and honest?**
- 8. Is there enough stability in our internal environment to implement this initiative?**
- 9. Is there enough stability in our external environment to implement this initiative?**

INITIATIVE IMPLEMENTATION CHECKLIST

1. Does the district/building have data or a mandate showing there is a compelling need?

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Unsure	a. Does the need focus on improving student achievement and/or well-being?
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Unsure	b. Is it a priority need?
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Unsure	c. Is there a clear and imminent consequence, either positive or negative, for not implementing this initiative?
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Unsure	d. Are there other initiatives currently being implemented in the state to address this need? If yes, - are they successfully meeting our identified need? - are they compatible with this initiative? - do they overlap with this initiative (redundancy)? - can they be integrated into one another? - will they compete with this initiative? - do we need to stop doing any of the current initiatives if we decide to implement this one?

2. Is the initiative aligned with district/building guiding principles (i.e. beliefs, vision, mission), policies, practices, and decision-making structures?

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Unsure	a. Are the district/building's guiding principles, policies, practices, and strategic plan aligned? If no, - what needs to happen for alignment to occur? - will implementing the initiative help with alignment?
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Unsure	b. Are the initiative's guiding principles, policies, practices, and plan for implementation aligned? If no, - what needs to happen to help alignment occur?
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Unsure	c. Is there alignment between the initiatives guiding principles, policies, practices and plan and those of the district/building? If no, - what needs to happen for alignment to occur? -

3. Is there alignment between the district/building culture and the culture required to successfully implement the initiative?

<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No <input type="checkbox"/> Unsure	a. Is the district/building's culture aligned with the initiative's potential rituals, routines, norms, etc.? If no, - Does this need to occur? If yes, - What needs to happen?
<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No <input type="checkbox"/> Unsure	b. Does the district/building culture and the initiative support the norms of risk-taking, collaboration and continuous learning? If no, - what needs to happen to help this occur?
<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No <input type="checkbox"/> Unsure	c. Are there structures (e.g., work groups, committees, etc.) in place to allow collaboration to occur?
<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No <input type="checkbox"/> Unsure	d. Does the district/building culture allow time for staff to implement the initiative?
<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No <input type="checkbox"/> Unsure	e. Does the district/building staff implementing the initiative have good working relationships with one another?
<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No <input type="checkbox"/> Unsure	f. Is there a history of prior successful implementation of initiatives, especially those similar to this one?

4. Does the district/building staff have the commitment and skills necessary to implement this initiative?

<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No <input type="checkbox"/> Unsure	a. Is there widespread ownership of and commitment to the initiative by all staff and key stakeholders from diverse groups? - do they understand why the initiative is necessary and are they convinced of the necessity? - do they understand the focus and extent of the initiative, including what issues are not part of it? - do they understand what will be required of them if the initiative is implemented?
<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No <input type="checkbox"/> Unsure	b. Do staff and key stakeholders from diverse groups who will be involved with the implementation of this initiative understand and apply systems thinking?
<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No <input type="checkbox"/> Unsure	c. Do staff and key stakeholders from diverse groups who will be involved with the implementation of this have skills to work effectively as a team to learn, plan, and solve problems?
<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No <input type="checkbox"/> Unsure	d. Do staff and key stakeholders from diverse groups who will be involved with the implementation of this initiative have the attitudes, knowledge and skills necessary to implement the initiative?

4. Does the District/building staff have the commitment and skills necessary to implement this initiative? (continued)

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Unsure	<p>e. Are there strong, skilled, influential formal and informal leaders at all levels of the district/building and among diverse key stakeholder groups who can successfully guide others as they implement the initiative?</p> <ul style="list-style-type: none"> - does the Administrative staff (i.e. Board, Director, Bureau Chiefs and their assistants) champion (value and protect) the initiative? - does someone from the administrative staff actively guide the initiative and provide pressure and support? - are there skilled formal and informal leaders who will provide strong, on-site leadership during implementation of the initiative? (i.e. problem solve, demonstrate on-going commitment to the initiative, state expectations to staff for implementing the initiative, etc.)
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5. Does the district/building have a goal in its Comprehensive School Improvement Plan (CSIP) that this initiative will impact?

<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Unsure	a. Was the plan developed using a systemic planning process meaningfully involving staff and key stakeholders from diverse groups
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Unsure	b. Was the plan written using student needs assessment data?
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Unsure	c. Was the plan written using data from a resource capacity appraisal?
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Unsure	e. Does the plan outline how the initiative will be sustained over a long period of time?
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Unsure	<p>f. Does the plan include a staff development section outlining how our staff and key stakeholders will be prepared for the changes in attitudes, knowledge and skills required by the initiative?</p> <ul style="list-style-type: none"> - is the staff development section aligned with our guiding principles? - is the staff development section aligned with our culture? - is the staff development section reflective of best practices in staff and organizational development? - is the staff development section data driven? - does the staff development section offer a variety of learning opportunities? - does the staff development section provide a system for follow-up support including coaching? - is there adequate time for staff participation in professional development activities ?
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> Unsure	g. Does the plan include a section outlining how widespread ownership and commitment among staff and key stakeholders to the initiative will be obtained?

6. Are the district/building's resources (people, time, money, etc.) aligned to provide sufficient support for the long-term implementation of the initiative?

<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No <input type="checkbox"/> Unsure	a. Are resources aligned with the goals of the initiative?
<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No <input type="checkbox"/> Unsure	b. Are resources committed to sustain the implementation of the initiative over time?
<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No <input type="checkbox"/> Unsure	c. How much competition is there for the resources being used to implement the initiative?
<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No <input type="checkbox"/> Unsure	d. Do the formal and informal leaders committing the resources have the authority to do so?

7. Does the district/building have a system for communicating about the initiative to staff and key stakeholders from diverse groups that is timely, meaningful and honest?

<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No <input type="checkbox"/> Unsure	a. Is there a written communication plan that reflects our analysis of ways to interest people in and inform them about the initiative?
<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No <input type="checkbox"/> Unsure	b. Is there open, timely communication among all staff and key stakeholders that is two-way, and flows vertically and horizontally?
<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No <input type="checkbox"/> Unsure	c. Do we use a variety of channels of communication to inform and receive feedback from all impacted by the initiative?

8. Is there enough stability in our internal environment to implement this initiative?

<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No <input type="checkbox"/> Unsure	a. Is there a low turnover rate among our staff including our leaders?
<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No <input type="checkbox"/> Unsure	b. What is the proportion of staff involved in implementing other initiatives? - what is the proportion of these staff members experiencing stress due to implementing initiatives?
<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No <input type="checkbox"/> Unsure	c. Do we have a system to stay in touch with our internal environment so we can anticipate and respond to "threats" to the initiative before they occur?
<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No <input type="checkbox"/> Unsure	d. Are planning to take advantage of external initiatives/opportunities

9. Is there enough stability in our external environment to implement this initiative?

<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No <input type="checkbox"/> Unsure	a. Are there political considerations?
<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No <input type="checkbox"/> Unsure	b. Are there major issues facing our state and/or the District/building that could hinder the implementation of the initiative?
<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No <input type="checkbox"/> Unsure	c. Do we have a system for staying in touch with our external environment so we can anticipate and respond to "threats" that will affect the initiative before they occur?
<input type="checkbox"/> Yes <input type="checkbox"/> N/A	<input type="checkbox"/> No <input type="checkbox"/> Unsure	d. Are we planning to take advantage of external initiatives/opportunities that could enhance the implementation of this initiative?

Adapted from Success4's "Systems Development: Critical Elements" by Dena Goplerud and Linda Miller